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ABSTRACT

This speech discusses the role of the chief personnel administrator, describes challenges that these administrators faced in the 60s, and outlines principles under which the personnel function should operate. Fifteen principles are considered by the author to delineate the responsibilities of chief school administrators and to provide the necessary ingredients for the efficient and productive operation of a school system. The responsibilities of the education board and the superintendent are also indicated. A related document is EA 004 198. (JF)

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"The Superintendent and His Chief Personnel Administrator: Putting It All Together,"

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Text for the joint session of the American Association of School Personnel Administrators and the American Asssociation of School Administrators Conference in Atlantic City, New Jersey, 2:30 Tuesday, February 15, 1972. The title of the presentation is The Superintendent and His Chief Personnel Administrator: Putting It All Together

In reflecting on the title of the topic under discussion this afternoon "The Superintendent and His Chief Personnel Administrator: Putting It All Together" I could not help but think back on my own career as a chief personnel administrator of three major systems: Yonkers, New York with an enrollment of approximately 28,000 students; Gary, Indiana with 50,000 students; and Minneapolis, Minnesota with just under 70,000 students.

When I was appointed to the position of Director of Personnel of the Yonker Public Schools, I was the second person to hold that position in that school system. My predecessor in this position spent the major portion of his time interviewing teacher candidates, recording these transactions, calling substitute teachers, organizing the processing of screening for promotional positions, and interviewing and assigning of clerical employees working with the city civil service commission. He had one full-time clerk and one part-time clerk.

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In reality, he was doing all the things the superintendent had been doing prior to the creation of this position which the superintendent had delegated to several other people in different departments.

As time progressed and the longer I was in this position, the responsibilities of the position expanded and new procedures were developed. Most of these changes occurred as a result of working together with the superintendent and other staff members and making decisions together as to how the personnel department could best render service to the school district. Most frequently the decision was made on the basis, that a particular function could best be centralized in the personnel department, or that it was a responsibility which could be delegated by the superintendent to the chief personnel administrator. Thus, similar responsibilites which were handled in different departments could be funneled into one department and the superintendent could be relieved of chores which could be assumed by specialists, allowing him to devote more time to other duties.

As a result of this growth in the scope of the responsibilites, it was necessary to expand the clerical staff of the department to five full-time clerical employees. There was need, at the time I left Yonkers, for an additional professional staff member, and I had heard that one had

subsequently been added.

When I moved to Gary, Indiana the position had been reclassified from Director of Personnel to Assistant Superintendent in Charge of Personnel. There are three other assistant superintendents: one each for instruction, business, and research. The personnel department had an expanded clerical staff, as well as three full time clerical staff members with assignments to handle elementary, secondary, and non-certificated personnel. Within a year, a part time certificated person was added to help with employee relations.

The move to Minneapolis, approximately 4½ years ago, gave me the privilege of offering leadership to a relatively well staffed personnel department. Shortly after arriving, the position was upgraded to that of Associate Superintendent for Personnel along with three other positions; Associate Superintendent for Elementary, Associate Superintendent for Secondary, and Associate Superintendent for Business Affairs. In Minneapolis, the personnel department is staffed with a Director of Personnel, Assistant Directors for Elementary Education, Secondary Education and Reserve Teaching and Special Projects, a Personnel Assistant for non-certificated personnel, and a Personnel Assistant for Staff Development and student teaching.

In each of these three assignments, as the chief personnel administrator, the working relationship with the superintendent has been extremely close. Each must have complete confidence in the other. They must have common goals. In a school system where all of the personnel functions have been delegated to the chief personnel administrator, it is the responsibility of the personnel administrator to keep the superintendent informed of the major activities of the personnel department through periodic reports. He must also keep the superintendent informed of things which are of unusual nature. Here, the personnel administrator must use good judgment in terms of how much he burdens the superintendent with personnel information. The superintendent should be informed about important matters and yet not be besieged with trivia. The superintendent should not, very often, be in a position where he has to respond by saying that he is not aware of this or that or he is not knowledgeable about certain projects or basic developments in the personnel area.

The chief personnel administrator should be an integral member of the superintendent's team. He is, usually, a member as what is referred to as the superintendent's cabinet or executive staff. This means that the chief

personnel administrator is part of the group which serves to participate in the decision making process at the highest administrative level possible. This group serves to advise the superintendent as he makes administrative decisions and formulates policy recommendations for the Board of Education. The composition of the superintendent's cabinet will vary according to school systems, but they usually contain, as the nucleus, representatives of personnel, instruction, and business affairs.

The superintendent's executive staff usually sits with the superintendent when he is holding briefings or personnel sessions with the Board of Education. The Board generally views this staff as extentions of the superintendency. The executive staff serves as resource personnel to the superintendent and Board.

The chief personnel administrator, usually a member of the superintendent's cabinet, sits as a resource staff at personnel Board meetings. Once again he is joined, most frequently, by representatives of instruction and business affairs. They stand ready to respond to questions raised relative to items on the regular Board agenda or to offer explanation of any item which comes up at Board meetings. If they cannot respond, they obtain information at the earliest

time and report back at the discretion of the superintendent.

This particular program is co-sponsored by the American Association of School Administrators and the American Association of School Personnel Administrators. The AASPA is a relatively new and rapidly growing association, as is the career of school personnel administration.

The first meeting of the association was held in Washington, D.C. in May of 1940. The two day conference proved so worthwhile to the sixteen participants that they agreed to meet again the following December. A second meeting was held, as planned, and the participants continued to meet thereafter under their own leadership moving to other cities after the first three meetings.

The 1950 meeting was held in Cincinnati and was attended by twenty-nine members.

At the Dallas meeting in 1959, attended by 114 members, a constitution was adopted and the name was changed to its current name, The American Association of School Personnel Administrators.

The AASPA treasurer's report of 1970 indicated a membership of 727 active members and 44 associate members. At the last meeting held in New Orleans,

there were personnel administrators representing 350 school systems in attendance.

The first publication of the association entitled Principles and the Procedures of Teacher Selection was published in 1951. This publication has been out of print for several years. A second publication called Standards for School Personnel Administration was released in 1960. This publication was reprinted in 1965, 1967 and 1969.

A revision of the Standards for School Personnel Administration was recently released by Thaddeus S. Obloy who did this project for his doctoral research at the College of Education, of the University of Ohio, at Athens, Ohio.

In his introduction to the revision, Obloy states that the scope of school personnel administration changed markedly during the 1960's. Prior to 1960, school personnel administration focused upon recruiting to fill positions from a population of teachers that could not numerically meet the vacancies, although this is still true, in a very few cases, by and large the teacher shortage has ceased to be.

School Personnel Administrators were met with a new series of challenges during the 1960's. The new challenges began with teacher militancy and have continued

with the public's demand for performance accountability. Teachers' strikes, increased salaries, and fringe benefits, the lack of public support at the voting polls, and the economic pressures of the present economy have, in part, caused the American Association of School Personnel Administrators to take a new look at the "standards" that the Association published in 1960. The purpose of this study was to revise the 1960 Standards for School Personnel Administration to reflect significant changes that were the result of the '60's, and to project performance standards for the '70's.

Taking the "standards" as the base, I once again refer to the topic of this presentation, The Superintendent and His Chief Personnel Administrator: Putting It All Together. The superintendent and personnel administrator should recognize, or ask themselves, if the principles, which have been suggested here are being applied to their school systems.

I will humbly suggest one basic principle for the Board, two basic principles for the Superintendent, and fifteen for the Chief Personnel Administrator.

Principle #1 for the Board

The basic function of the Board of Education should be policy making and review of the total educational program.

Principle #1 for the Superintendent

The superintendent of schools should furnish the professional leadership for the development and improvement of a personnel program to meet the objectives of the school system. He can do this by:

a. delegating the authority and responsibility commensurate with the demand he places upon personnel management.

b. making it possible for the personnel administrator to report directly to him without having to go through an intermediary.

c. providing effective channels of communication and coordination between the personnel department and other administrative units.

d. assuming the same responsibility for personnel actions, as he assumes the other key areas of school administration.

e. organizing his staff according to the administrative team concept, with the chief personnel administrator as integral part of his team.

f. monitoring the school personnel program through written and oral reports

Principle #2 for the Superintendent

The superintendent should recognize that the personnel department is that section of the administrative structure, established to carry out responsibility for fulfilling the personnel activities of the school system.

This can best be done by:

a. establishing the position of personnel administrator when manpower needs exceed 150 professional personnel.

b. locating the personnel department in the central administration building.

c. staffing the personnel department with two professional and four clerical personnel for every 1,000 employees.

d. providing adequate attractive facilities for private interviews, conferences and group meetings.

Principal #1 for the Chief Personnel Administrator

The chief personnel administrator should have the responsibility of serving as a staff consultant to the superintendent and the assistant superintendents, department heads, and principals by doing the following:

a. providing personnel plans for other administrators.

b. being a personnel training officer for other administrators.

c. being a resource person for other administrators.

d. being responsible for recommending personnel policies and procedures.

e. being aware of emerging developments in the personnel function through participation in work shops, conferances and seminars.

f. working with professional educational organizations in the cause of effective and efficient personnel practices.

g. making sure that his or her delegation of responsibility and authority to personnel members, is clear and definite.

h. by annually appraising the performance of his or her staff.

Principle #2 for the Chief Personnel Administrator

<u>The chief personnel administrator should have the responsibility of seeing that there are written personnel policies which furnish guidelines for administrative procedures relating to personnel matters.</u>

a. written statements of personnel policies should be made available to those concerned with implementation and administration of personnel policies.

b. development of personnel policies should be a cooperative process involving teachers and administrators.

c. the lines of responsibility and authority for implementation of personnel policies should be clearly defined.

d. a planned program of explanation an interpretation of personnel policies should be conducted at appropriate staff meetings.

e. the professional staff should be involved in the continuous review and recommended revision of personnel policies.

Principle #3 for the Chief Personnel Administrator

The chief personnel administrator has the responsibility for all personnel records.

These records should be:

a. safeguarded against lose or damage by fire or other hazard.

b. accessible to authorized persons on an approved need-to-know basis.

c. be available to the employee if the records originated within the district.

d. maintained as a well organized, clearly understood, master filing plan.

e. intergrated with other staff departments to provide total management information.

f. available through automatic data processing, to provide more

efficient information retrieval.

Principle #4 for the Chief Personnel Administrator

The chief personnel administrator has the responsibility to see that personnel operations are conducted in a manner that provides for effective and friendly employee relationships.

a. employees should be treated equally, fairly, and with a high regard for the personal integrity and esteem.

b. all persons--professional and clerical--working with personnel administration, should deal with people in a genuinely courteous, confidential and considerate manner.

c. staff members should feel welcome in their contacts with the personnel department.

Principle #5 for the Chief Personnel Administrator

The chief personnel administrator has the responsibility for establishing procedures which will facilitate the dissemination of information to the public and staff.

a. non-confidential information required by other administrative departments and by outside educational professional and accrediting agencies should be readily available when requested.

b. accurate and understandable data should be provided to keep the Board, the public and the staff informed about personnel matters.

Principle #6 for the Chief Personnel Administrator

The chief personnel administrator has the responsibility to see that a well developed system of accounting and research is developed.

This system should furnish data on the number of positions and teachers in various categories and other information related to personnel.

Principle #7 for the Chief Personnel Administrator

The chief personnel administrator has the responsibility to see that the recruitment process provides qualified personnel with information on available positions and allows interested personnel the opportunity to compete for vacancies.

A good recruitment program should have the following characteristics:

a. written information which is distributed to the serious candidates describing the school system, employment requirements, and characteristics of the community.

b. personal interviews should be given to individuals interested in employment.

c. a continuous, highly professional, relationship should be maintained with colleges and universities.

d. recruitment of teachers should be conducted on the broadest feasible geographic basis, as well as locally, to increase the number of superior candidates upon which the school system can draw.

e. teachers in the system should be notified of administrative and teaching position vacancies.

f. the application form should contain information necessary to facilitate initial screening and contribute to sound decision making on a final recommendation for appointment.

g. application should be supplemented by items of reference solicited by the personnel department.

h. applications should be processed promptly so each candidate may be informed of the status of his or her candidacy.

i. the assembled information on each candidate should be carefully reviewed for completeness and provide full documentation on such as the following: preparation, training, chronology or work experience, references,personality, academic record and potentiality for success on the job.

Principle #8 for the Chief Personnel Administrator

The chief personnel administrator has the responsibility to see that decisions involving staff selection, are based upon carefully planned programs of investigation, screening, appointment and probation.

a. the selection process should be uniformly applied to every candidate prior to his or her appointment.

b. whenever possible, in addition to the interview by the representative of the personnel department, the applicant should be interviewed by a subject or grade level specialist and a representative of the administrative staff of the school in which the vacancy exits.

c. written appraisals of probationary services should be periodically prepared and discussed with the teacher.

d. complete and well documented records should be maintained on all non-tenured teachers to support action for retention or release.

e. adequate orientation, supervision, and in-service training should be provided during the probationary period.

Principle #9 for the Chief Personnel Administrator

The chief personnel administrator has the responsibility to see that placement, assignment, and transfer of personnel balances the school system

needs with desires and qualifications of the individual.

a. placement and transfer should be administered as a function of the personnel department.

b. personnel placements should attempt to provide each building with a balanced staff in terms of the special skills of the needs of each school.

c. newly appointed teachers should be placed in situations where they will have maximum opportunity for success through reasonable teacher load and ready access to skilled supervision and guidance.

d. policies and procedures governing transfers should be clearly stated and available in written form to all personnel.

e. the welfare of students, the program of the school system, and the interests of the employee should be the prime considerations in approving transfer requests.

Principle #10 for the Chief Personnel Administrator

The chief personnel administrator has the responsibility to see that the orientation of teachers is a continuing process based upon a planned program designed to acquaint the teacher with his or her responsibility toward the school, student, and community.

a. orientation seminars should be held at the beginning of and periodically throughout the year.

b. new teachers should receive a handbook or other information related to the educational philosophy, personnel practices, and policies of the school system.

c. substitute teachers should participate in an orientation that is designed to meet their unique needs.

Principle #11 for the Chief Personnel Administrator

The chief personnel administrator has the responsibility to see that the appraisal of teacher of teacher performance is cooperative process designed to improve the quality of teaching.

a. a copy of the appraisal form should be given to the teacher.

b. appraisal forms that are placed in the teacher's permanent file should be signed by the teacher, indicating that the teacher has seen the completed form and has been counseled.

Principle #12 for the Chief Personnel Administrator

The chief personnel administrator has the responsibility to see that all personnel are recognized for excellence and those promoted are done so on the basis of competency, qualifications, fitness for the job,

and promise of future growth and development.

a. opportunities for promotion should be given wide publicity.

b. there should be an established plan for promotion based upon qualification, achievement, and pre-established standards for the position to be filled.

c. suitable recognition should be given to teachers retiring from service.

d. recognition should be made to staff members who excell in service to school and their community.

e. counseling should be provided to staff members concerning personal and professional problems that may arise in connection with their work.

Principle #13 for the Chief Personnel Administrator

The chief personnel administrator has the responsibility to see that the conditions of service for all employees are of high quality.

a. negotiations should be characterized by good faith bargaining which aims to improve service to students and provide adequate benefits for the staff.

b. a fringe benefit program which meets the particular needs of the staff should be established.

c. regulations covering the various types of absence--with or without pay--should be made available to the staff and should be fairly administered by the personnel department.

d. salary schedules should place the school system in a favorable competitive position and salary policies should encourage professional growth and personal improvement.

e. an orderly process for having an adjustment of employee grievances should be adopted, publicized, and implemented.

Principle #14 for the Chief Personnel Administrator

The chief personnel administrator has the responsibility to see that regulations governing resignations provide an orderly means of termination service, with a minimum of destruction to the school system and a minimum of inconvenience to the employee.

a. resignations should be submitted in writing and forwarded to the personnel department.

b. reasons given for resignation should be systematically examined to discover possible means of reducing turnover.

c. effective dates of resignation should be sent to protect the welfare of pupils.

Principle #15 for the Chief Personnel Administrator

The chief personnel administrator has the responsibility for establishing procedures for expeditiously terminating an employee's service or for taking corrective action, when the employee's performance or conduct is unsatisfactory.

The items I have outlined here this afternoon--drawn basically from the Review of Standards for School Personnel Administration--are the principles under which the personnel function should operate. They are the necessary ingredients in the efficient and productive operation of a school sytem. If there is a chief personnel administrator in the school system, it is his responsibility to see that these principles are applied. If such a person is not employed by the school system, than the superintendent should see that these principles are implemented.

The superintendent has the overall responsibility for administering the school system. The chief personnel administrator has the prime responsibility for administering the personnel services of the school system. These services undergird the total educational program.

As each--the superintendent and his chief personnel administer--does his job, hopefully, by applying the principles suggested in this presentation, they will, in my judgment be "putting it all together!!"

BWK:eb

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